



St Mary's Church of England Primary School

*'Encourage one another and build each other up'
Thessalonians 5:11*

Behaviour and Discipline Policy September 2025

Date Approved by LGB: Adoption Date:	
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1. Our Vision and Ethos

At St Mary's, we strive to create a caring, inclusive and respectful environment where every child can flourish. Our Christian ethos underpins our behaviour policy, fostering a school community built on encouragement, self-discipline, forgiveness and restoration.

We support children in developing their character, spirituality and understanding of others. We are guided by our core belief that all children are capable of making positive choices and learning from mistakes.

2. Behaviour Principles

- Behaviour is taught, modelled and expected consistently.
- Relationships are central to our behaviour approach.
- All children are entitled to feel safe and respected.
- Positive behaviour is recognised and celebrated.
- Consequences are fair, proportionate and restorative.
- Some children will need tailored support to meet expectations.

3. School Rules

Our three simple rules are taught, modelled and reinforced across the school:

- Be Ready – prepared to learn and do your best.
- Be Respectful – to everyone and everything.
- Be Safe – act in ways that protect yourself and others.

4. Behaviour in Practice

At St Mary's, we implement whole-school routines and expectations that support positive behaviour:

- STAR Sitting and STAR Listening – to promote active engagement.
- Quiet corridors – to maintain a calm and respectful environment.

- High expectations – with support for every child to meet them.

5. Recognition and Rewards

- Verbal praise and positive notes.
- Stickers, certificates, team points and marbles.
- Recognition in assemblies and through postcards home.

6. Responding to Behaviour

We use a stepped approach to responding to inappropriate behaviour:

- Reminder – a chance to correct the behaviour.
- Final warning – with a short reflection period.
- In-class time-out – for further reflection and reset.
- Removal to a partner class – followed by restorative conversation.
- Referral to senior leader – for more serious or repeated behaviour.

All steps include opportunities for children to reflect on their behaviour and take part in restorative conversations to repair relationships.

7. Restorative Practice

Our behaviour approach is rooted in restoration. After incidents, staff use age-appropriate restorative questions to help children understand the impact of their actions and make amends.

Restorative conversations include:

- What happened?
- How were you feeling at the time?
- How do you feel now?
- Who has been affected?
- What can be done to put things right?
- What will you do differently next time?

8. Inclusive Support

We recognise that some children may need a tailored behaviour approach due to their developmental level or additional needs. These children may have individual support plans developed in partnership with parents and the SENDCo.

9. Working with Families

We value open and honest communication with families. Staff will contact parents if there are concerns, but also to share successes. Where needed, we will work in partnership to support children's behaviour and emotional development.

10. Monitoring and Review

Behaviour incidents are recorded and monitored regularly to ensure consistency and support. The policy is reviewed annually by the leadership team and governors, and updated as needed to reflect school or trust-wide priorities.